DOCUMENT RESUME

ED 303 191 JC 890 017

TITLE	Criteria and Measures of Institutional Effectiveness.
INSTITUTION	Academic Senate for California Community Colleges, Sacramento.; Accrediting Commission for Junior Colleges, Modesto, Calif.; Association of California Community Coll. Administrators.; California Association of Community Colleges, Sacramento.; California Community Colleges Trustees Association, Sacramento.; Rancho Santiago Community Coll., Santa Ana, Calif.
PUB DATE	88
NOTE	28p.; Report based on the proceedings of a statewide workshop, "Developing Criteria for Institutional Effectiveness" (Santa Ana, CA, April 28-29, 1988).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Planning; Community Colleges; *Educational Assessment; *Educational Quality; *Evaluation Methods; Evaluation Needs; Institutional Mission; Program Effectiveness; School Demography; *School Effectiveness; School Support; *Self Evaluation (Groups); State Government; State Legislation; Two Year Colleges; Workshops
IDENTIFIERS	*California

ABSTRACT

A summary is provided of the content and outcomes of a workshop on institutional effectiveness conducted by five major California community college associations. Introductory comments by Robert D. Jensen and Julie Slark explain the reasons for the increased interest in educational quality, including the decreasing dollars in the public purse and the changing student population for whom traditional educational methods and practices are no longer adequate. Next, remarks by John Petersen define institutional effectiveness and highlight the steps necessary to assess this quality. John T. McCuen's presentation clarifies the relationship between Assembly Bill 1725 and the accurate measurement of community college effectiveness. The next section reports on the outcomes of the workshop. After explaining how workshop participants set about developing criteria and measures for institutional effectiveness, the report lists criteria with respect to general education, transfer and vocational education, basic skills, student support services, community needs and involvement, and cultural awareness. Next, measures, indicators and processes for assessing institutional effectiveness with respect to facilities, community needs, general education, cultural awareness, adult education, transfer, access, vocational education, community services, and adequately supported programming are set forth. Finally, summaries are presented of the comments of Carol Boyer, Peter Consacro, Ed Morante, and James Rogers. (AJL)

ED303191

CRITERIA AND MEASURES OF INSTITUTIONAL EFFECTIVENESS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Giles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Published by:

California Community College Faculty, Administrators and Trustees
representing CACC, CCCT, ACCCA,
the Academic Senate for California Community Colleges,
the Accrediting Commission for Community and Junior Colleges,
and Rancho Santiago College

JC 890 017

CRITERIA AND MEASURES

OF

INSTITUTIONAL EFFECTIVENESS

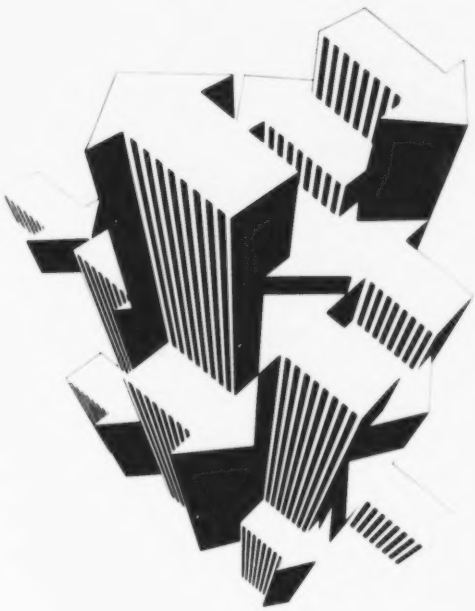

TABLE OF CONTENTS

Introduction 1

What is Institutional Effectiveness 3

Implementing Institutional Effectiveness 3

The Challenge of AB 1725 5

How the Criteria and Measures Were Developed 9

Criteria for Institutional Effectiveness 11

Measures 13

Speakers Comments 21

List of Participants 27

INTRODUCTION

Institutional effectiveness. Student outcomes. Assessment. Accountability. Why are these terms suddenly so frequently before us, and what do they represent for California community colleges?

Nationally during the past few years, educational quality has been studied and questioned. Secretary of Education Bennett has provided some of the most provocative and challenging public statements regarding educational institutions which hitherto have been among the most traditional and nonreproachable.

Since the passage of Proposition 13 and the shift of primary community college financial support from the local to the state level, California community colleges have been studied, discussed, legislated, and scrutinized. The Commission for Review of the Master Plan for Higher Education, the Joint Legislative Committee, Little Hoover Commission, AB 3409, AB 4131, and reform bill AB 1725, to name just a handful of California 1980's benchmarks, attest to the current high level of interest in community college education.

There are two major sources of this increased interest regarding the quality of education today: the decreasing dollars in the public purse and the changing student population for whom traditional educational methods and practices are no longer adequate.

1. *Funding*. More and more public needs are competing for fewer public dollars, nationally, in every state, and in every public segment. With funding becoming scarcer, demands for accountability of *funded* agencies to *funding* agencies are on the rise. The public wants to know if dollars are being wisely invested and wants to be provided with supporting information.

2. *New Student Population*. Not only have the K-12 and postsecondary populations *broadened* over the past 100 years by providing access for all, but those same populations have *changed* to become increasingly heterogeneous. Traditional educational practices which were at one time successful are no longer working for all students. Hence, the quality of the product of educational institutions is in question. Our non-successes have provoked the demand for evidence of reform.

Several states in the nation have addressed these issues by implementing formal and comprehensive accountability programs in their educational institutions. Some of those initiatives were created by lawmakers and some by educators. In California, legislators and educators alike have discussed institutional effectiveness assessment for the last six or so years. Accountability mechanisms for California community colleges are today being written. Most would agree that educators, as opposed to legislators, are in the best position to identify the goals of their institutions along with corresponding measurement criteria. But it is also recognized that if educators do not address the issue with vigor, legislatures will.

It is with this background and within this framework that in April, 1988 five major California community college associations, representing all community college constituencies, combined their efforts to conduct a workshop on institutional effectiveness. The workshop, "Developing Criteria for Institutional Effectiveness," was sponsored by the Academic Senate for California Community Colleges, Association of California Community College Administrators (ACCCA), California Community College

Trustees (CCCT), California Association of Community Colleges (CACC), and the Accrediting Commission for Community and Junior Colleges. Rancho Santiago College served as host district. Participating colleges were represented by teams of faculty, trustees, and administrators. It was their belief that community college professionals should be informed of this important issue and that those same individuals should respond proactively rather than defensively to institutional effectiveness and inquiries.

Through research that has been done individually in many of the 106 California Community Colleges with 71 different governing boards, we know that our programs are effective and that we are actively striving to improve those that are not. However, there is a need to coordinate our activities relative to institutional effectiveness assessment so that we can articulate our efforts and successes with a unified voice.

The uniqueness of this workshop was that it was a combined effort of California community college faculty, staff and trustees discussing and developing criteria and measures of institutional effectiveness. The large number participating in the April, 1988 workshop testifies to the recognition that institutional effectiveness is an important and timely topic.

Robert D. Jensen
Chancellor, Rancho Santiago College

Julie Slark
Director, Institutional Research

WHAT IS INSTITUTIONAL EFFECTIVENESS?

"Institutional effectiveness" is the latest in a long succession of terms that have become part of professional jargon in higher education. Unlike previous buzzwords this term is here to stay. The term means exactly what it says with no need for straining at interpretation. Robert McCabe has said, "Institutional effectiveness is knowing what it is you want to accomplish, figuring out how well you're doing it and using that information to improve the institution. This of course assumes the worthwhileness of what it is you're doing."

This latest and most useful part of the vocabulary of institutional accountability arises from the quest for quality about which much has been written in recent years. The term encompasses the intent of other language that has been part of the discussion. "Institutional improvement" is a fuzzy term without criterion guide posts. "Program review" is imprecise as to meaning and has been diminished in usefulness since it became contaminated by the use of the term to describe studies intended to justify reductions in program and staff. "Management by objectives" comes close to what is intended by institutional effectiveness but tends to imply near term concerns of administrative nature. "Outcomes assessment" suggests a deceptively precise focus on results while taking resources and processes for granted. "Value added," a concept popular with lay critics and supporters of higher education, suggests an economic model which assumes that education is additive rather than transformational.

"Institutional effectiveness" is a term which is sufficiently broad to deal with complexity and to encompass the other fashionable but transitory buzzwords. It is a more useful term than "quality," which in the vocabulary of the late 1980's has become confused with prestige and status. "Effectiveness"--producing the desired effect--suggests that the institution is delivering on its promises. It further suggests that the institution can demonstrate that this is so.

IMPLEMENTING INSTITUTIONAL ASSESSMENT

Colleges today are confronting significant challenges requiring the devotion of enormous human and financial resources. Those resources must be effectively used and effectiveness must be demonstrable to justify sufficient public support to get the job done. It is clear that all institutions that compete for public support and for student enrollment will bear the burden of proof that they are making good on their promises.

The first necessary steps in the assessment of institutional effectiveness were the subjects of the April, 1988 workshop hosted by Rancho Santiago College. Participants discovered early that it is difficult to develop criteria to assess institutional and programatic objectives unless those objectives are clear and precise and specify intended student outcomes. It is at this point that an institution can be set up for failure if definitions of institutional effectiveness measures are not reasonable or if the proposed process is too complicated or expensive. Determination of what is reasonable requires the informed professional judgment of those who teach the students. Teaching faculty should 1) establish reasonable objectives, 2) collect data, and 3) interpret findings.

Having a sophisticated research capability will be enormously helpful, but it alone cannot achieve effective assessment.

One of the attributes of the effective institution is that it is intensely self critical, willing to ask even potentially embarrassing questions of itself. Effectiveness assessment requires an institutional commitment involving all persons responsible for the instructional and service mission of the college. The plan for assessment of effectiveness should be practical, useful, and affordable. The definitive model of institutional effectiveness assessment does not yet exist. In any case, we should not expect that such a model will be universally applicable to each institution. Each individual institution and each sub-unit within that institution will struggle to devise systems that are useful and effective in that context. Institutions will become more proficient at effectiveness assessment in a few years. To reach that level it is necessary to begin now.

John Petersen, Executive Director
Accrediting Commission for
Community and Junior Colleges

THE CHALLENGE OF INSTITUTIONAL EFFECTIVENESS ASSESSMENT AND AB 1725

The recent passage of the landmark California community college "reform" legislation (Assembly Bill 1725) makes the accurate measurement of community college effectiveness more imperative than ever. The legislation states in Section 11.5:

> It is the intent of the legislature...to foster the creation, implementation, and phase-in of a comprehensive community college accountability system which describes the performance of community colleges in meeting the postsecondary educational needs of students. This educational and fiscal accountability system shall provide performance data on students, programs, and institutions.

The legislation goes on to spell out in some detail the minimum requirements of the accountability system, and it calls for the Board of Governors to develop and implement the system.

We all know that accurate, meaningful measures of accountability are difficult to come by under any circumstance. Measuring college effectiveness is an inexact science still in its infancy. Added to this problem is the burden the Board of Governors must face in developing an accountability system that is both meaningful and credible to our colleges, to the public, and to our elected leaders. This is where the people in California's community colleges come in.

In order to meet the challenge posed by AB 1725, the Board of Governors will be seeking advice from the colleges in the system. We should recall that AB 1725 was a piece of legislation developed by all constituencies from the field. The difficult task of implementing the legislation must also be carried out with broad field participation.

Fortunately, many of our colleges have been moving ahead on their own to develop measures of their effectiveness. The results of some of this local college work came together at the April, 1988 statewide workshop hosted by Rancho Santiago College. In my view it is now the task of all those colleges who are leading the way in demonstrating their accountability to come together and codify their work in a single document. We must first agree on the criteria by which we should be measured and then determine how best to measure those criteria. Perhaps we should establish a statewide task force to take the lead in this project. This task force would be a natural outgrowth of the Rancho Santiago conference. If we take this approach, the local districts will be active, rather than reactive, players in the Board of Governors' process to develop the accountability system. I am convinced it is a process in which the Board of Governors will welcome us.

John T. McCuen
Executive Director
CCCT

OUTCOMES OF THE WORKSHOP

. Criteria

. Measurements

HOW THE CRITERIA AND MEASURES WERE DEVELOPED

The first day of the workshop participants heard effectiveness assessment experts from around the country address the issue of institutional effectiveness from both a national perspective as well as from the perspective of exemplary programs in their individual states:

- Carol Boyer, Senior Policy Analyst at the Education Commission of the States, provided a general overview and background of the topic and spoke of related noteworthy research efforts.

- Peter Consacro, Associate Vice Chancellor of Academic Affairs for the Tennessee Board of Regents, spoke of the performance-based funding procedure used in higher education in Tennessee.

- Edward Morante, Director of the New Jersey Higher Education College Outcomes Evaluation Program, described the background, implementation, and results of the state outcomes program he directs.

- James Rogers, Executive Director of the Southern Association of Colleges and Schools, described that accrediting association's successful approach towards the evaluation of institutional effectiveness.

During the course of the workshop, two other presentations assisted the participants with their tasks: John Petersen, Executive Director of the Accrediting Commission, explained how the Commission is currently addressing the effectiveness topic. And Peter Hirsch, Executive Director of CACC, reported on the work of the California Association of Community Colleges in this area.

After being provided with background and example program information, work groups were formed. The goal of the work groups was to develop criteria of institutional effectiveness to which the colleges believed they could be held accountable, to establish measures of the criteria, and to develop local individual college action plans which the college representatives could take back to their campuses for presentation to their colleagues.

There are many definitions and concepts of "institutional effectiveness" assessment; for the purpose of this workshop, Peter Ewell's approach was used: <u>effectiveness is assessed through a comparison of results achieved to goals intended</u>. Thus, participating colleges were instructed to bring with them to the workshop their college's mission and goals statements, and to use those goals in their work. The series of workshops proceeded as follows:

- Participants learned to develop criteria of effectiveness using college goals as the basis for developing the effectiveness criteria. They re-phrased local goals into outcomes-oriented criterion statements by identifying the desired outcome of each goal.

- Next they developed criteria for effectiveness, using their own college's mission statement and goals.

- To develop a consensus statement of institutional effectiveness criteria, a select group of writers took each college's criteria, combined those criteria where

commonality existed, and produced a composite list of criterion statements. Those statements were reviewed with workshop participants using a "charette" approach, and consensus was reached. Seven major areas of effectiveness criteria were identified (see page 11), and each major area includes one or more criteria.

- For each criterion of effectiveness, the work groups also developed suggested measures by which to evaluate a college's success in addressing the criterion.

The process outlined above, using college goals and small work groups, represents an example of how colleges may address this reform issue. The criteria for effectiveness on Page 11 and suggested measures beginning on Page 13 were developed over the two-day period. They are not intended to be a definitive or exhaustive list, nor do they represent the "official" position of any of the sponsoring organizations.

This document should be viewed as work in progress. Those seeking definitive models of institutional assessment will not find it here, for any honest attempt to define and demonstrate institutional effectiveness must fit within the special context of individual institutional mission and environment. Assessment methodology will evolve as institutional purposes are elaborated and as faculty and others within the institution become better at defining criteria and measuring outcomes.

CRITERIA FOR INSTITUTIONAL EFFECTIVENESS

General Education

1. Students acquire essential skills in oral and written communications, mathematical concepts, and critical thinking.

2. Students acquire knowledge of the humanities, arts, social sciences, and natural sciences.

3. Other: Students develop self-confidence, physical well-being, character, cultural literacy, aesthetics, interpretive skills, interdisciplinary understanding.

Transfer Education

4. Students satisfy both lower division and major prerequisites for transfer eligibility.

5. Transfer students transfer.

6. Students who transfer succeed at the transfer university.

Vocational Education

7. Vocational students get jobs and promotions.

8. Students acquire skills necessary for employment and upgrade of employment.

9. The college collaborates with community-based organizations, industry, and private business.

Basic Skills

10. Students acquire academic basic skills (e.g., reading, writing, math) to enable them to meet their educational goals.

11. Other: Students develop learning skills and learn how to profit from instruction.

Student Support Services

12. Student needs are identified.

13. Student Support Services are accessible to all students.

14. Students use services and learning resources.

15. Students grow in their ability to learn and plan.

16. Other: Students develop intellectual skills, social skills.

Community Needs and Involvement

17. College programs and services respond to community demographics.

18. The public uses college facilities and resources.

19. Other: College programs and services address contemporary issues, and offer lifelong learning.

Cultural Awareness

20. Campus programs reflect sensitivity to cultural awareness.

21. Students and community members take part in programs which promote cultural awareness.

22. Students and community members develop an awareness of their own values.

MEASURES, INDICATORS AND PROCESSES FOR ASSESSING INSTITUTIONAL EFFECTIVENESS

(Note: The criteria which these suggested measures address do not correspond exactly with the criteria in the preceding section because the measures were developed during the workshop before consensus was reached on criteria statements. Nonetheless, the measures provide examples of how a college may approach evaluation of effectiveness.)

FACILITIES

1. The college shall provide equipment in safe, usable condition.

   . Number of hours of lost class time due to inoperable equipment.
   . Number of accident report forms.
   . Cost analysis of equipment repair budgets.
   . Summary of Inspection Reports Form.
   . Number of maintenance contracts and usage reports.
   . Summary of the "Safety Hazards I.D. Form."

2. Instructional space shall be scheduled in an efficient manner.

   . Report of percentage of room utilization schedule.
   . Survey of unmet needs.
   . Analysis of Space Inventory Report.

3. Buildings and grounds shall be kept clean.

   . Visual Inspection Survey quarterly.
   . Analysis of Budget.
   . Ratio of staff per grounds and buildings.
   . Number of citations by Fire or Health Depts.
   . Number of non-decomposed piles on campus.
   . Number of student/faculty complaints.

4. Parking spaces shall meet the demands of students and staff.

   . Analysis of legal requirements per space - the measure is in compliance with legal requirements; i.e. width, and handicapped and non-handicapped ratio.
   . Number of parking citations.
   . Number of neighborhood complaints.
   . Number of parking spaces compared to average hourly attendance.
   . Report of "Safety Analysis" (lighting, number of unlawful occurrences).
   . Report of "Study of Traffic Patterns" in parking areas.

MEETING NEEDS OF THE COMMUNITY

1. The courses are appropriate for the community.

   . Survey community demographics, including educational background and educational preferences. Study community economic conditions and trends.
   . Compare survey results to existing curriculum.

. Measure participation rate overall and by ethnic group.

2. The students benefit from career counseling.

   . Survey students who used career counseling for satisfaction or benefit.
   . Compare goal achievement for students who receive career counseling and those who don't.
   . Follow-up after students obtain employment.

3. The students achieve an appreciation of, and a tolerance for, ethnic and cultural differences.

   . Determine extent of ethnic and cultural awareness activities and student participation in them, broken down by ethnicity.
   . Identify existence of, and participation in, ethnically or culturally based clubs and organizations.
   . Identify level of participation of ethnic groups in non-ethnic student clubs and organizations.
   . Identify types of activities conducted by ethnic clubs - cooperative or separatist.

4. The students achieve a knowledge of the development of world civilization.

   . Count number of students enrolled in world civilization course.
   . Analyze pre- and post-test measures.
   . Determine extent of inclusion of world civilization content in college-wide curriculum.

5. The students achieve an awareness of the necessity for involvement in civic and political activity.

   . Survey voting participation - registered voters.
   . Determine extent of participation in student government and other political clubs, organizations, and activities.

6. The community is aware of the educational opportunities available at the college.

   . Survey community.
   . Determine amount of outreach publicity.
   . Determine extent of media coverage of college events and programs.

7. The nearby 4-year colleges accept all students to junior standing .

   . Follow-up on A.A. students with self-report.
   . Read reports on transfer statistics.

GENERAL EDUCATION

1. Students acquire an understanding of the liberal arts, sciences, and vocations through general education.

   . Percentage of graduates placed in related jobs.
   . Percentage of declared majors who complete their degree/certificate programs.
   . Follow-up survey with employers to determine satisfaction with student preparation.

. Follow-up survey with students to determine whether the skills provided by the college enabled them to perform competently in their chosen vocations.

CULTURAL AWARENESS

1. Programs are sensitive to cultural awareness and contemporary issues.

   . Inclusion of the topic of cultural awareness on Occupational advisory committee agendas during the year.
   . Evidence of participation in staff development activities focused on cultural awareness (black and white).
   . Evidence from course syllabi that departments have included a topic or work assignment on cultural awareness, where appropriate.

2. Students acquire knowledge of cultural awareness and contemporary issues.

   . Evidence of participation in student activities focused on cultural awareness (numbers, dates, themes).
   . Evidence from course grading methods that students have acquired knowledge in topics on cultural awareness.
   . Evidence of cultural diversity and sensitivity in student newspaper articles.
   . Clubs and organizations emphasizing cultural awareness are vital (numbers of members, actual activities).
   . Student surveys indicate that students gain knowledge of cultural awareness through programs or courses at the college.

ADULT EDUCATION

1. Assure ESL classes reflect ethnic diversity and need of the community.

   . Survey ethnic composition of community or use census data.
   . Compare ethnic composition of ESL classes to that of community.
   . Survey entering ESL students to determine needs.
   . Survey students completing ESL to measure whether needs were met.
   . Measure number, types of courses, and support services offered.
   . Measure success by pre- and post-tests, retention rates, student satisfaction surveys, entrance into regular classes.

2. Coordinate the non-credit ESL program with the credit ESL program. (Assume progression from non-credit to credit with no overlap or gap.)

   . Check for post-test instrument for non-credit completers and access test for entrance to credit ESL.
   . Survey those students who attend both credit and non-credit.
   . Check schedule of classes to assure appropriate sequences are provided.

3. Articulate with local high schools regarding their high school completion class needs.

TRANSFER

1. Students whose stated goal is to transfer to a 4-year institution, transfer at an appropriate rate.

   . Establish baseline data regarding student goals.
   . Establish baseline data of historical transfer rate and compare with other institutions with similar demographics. Make a judgment regarding "appropriate rate."
   . Establish a tracking system.

2. Students who transfer are successful and persist in the 4-year institution.

   . Collect data on number of students who have transferred, and their success and persistence rate at a 4-year institution.
   . Collect data on number of students who have achieved their educational goals.

ACCESS

1. Students who desire to avail themselves of the community college's programs and services have access to them.

2. Programs and services are available to students who desire to take advantage of them.

3. There are no barriers which keep potential students from taking advantage of all programs and services.

4. Students reflect the demographics of the community.

   . Survey students with applications on file who do not register in classes.
   . Review information about college programs and services translated into other languages.
   . Look at the balance of programs and services, day and evening, and at various campuses and centers.
   . Compare the results of basic skills assessment with courses scheduled.
   . Ensure that the college is in compliance with state guidelines for the disabled.
   . Review the availability of programs/events (students and staff) concerning cultural, physical, and other barriers?
   . Compare the demographics of the college to that of the community.
   . Compare demographics of the college staff to that of the community (role model).

VOCATIONAL EDUCATION

1. Students have access to "state of the art" technology.

   . 100% of students in vocational ed. programs use available "state of the art" equipment and methods.
   . ____% of students enrolled in English use the computer system in the Learning Center.
   . ____% of students are placed in an industrial facility for further training in

plasma welding program.
. ____number of plasma welding machines are made available to students enrolled in Welding 240.

2. Students have the basic skills to be qualified for employment.

. All vocational ed. students pass 10th grade reading, writing, and math equivalencies.
. 100% of LVN students pass the State Board licensing test.
. All vocational ed. students pass certificate and A.A. degree requirements.
. Each vocational discipline provides a basic skills exit test for each vocational student.

3. Employers hire and retain community college graduates.

. 80% of students are placed in appropriate jobs.
. After 5 years, 50% are still employed with the same employer.
. An annual employer survey determines that ____% have been retained.

4. Members of advisory committees offer feedback on student performance.

. All department heads provide Board reports on student performance one or more times per year.
. The instructor contacts each advisory member to receive feedback on student performance.
. ____% of questionnaires sent to advisory committee are returned.

COMMUNITY SERVICES

1. Community groups have appropriate access to college facilities.

. Examine records of usage.
. Conduct community groups needs assessment.
. Log all phone requests.
. Survey community needs to indicate a proportional representation of community groups having access to college facilities.

2. Special college programs and services for adults are accessible to all geographic areas of the district.

. Conduct community needs assessment.
. Examine location of programs and services.
. Examine enrollment records at special adult college programs and services for evidence that attendance is representative of the geographic areas of the district.

3. No community groups are excluded from using college facilities because of costs.

. Establish baseline costs.
. Survey individuals and groups and establish a record of phone and written requests for use of college facilities.

4. College cultural and social programs reflect community needs.

. Examine schedule of cultural and social programs to see what kind of programs are offered.
. Surveys conducted by the college and city recreation department indicate that college cultural and social programs reflect community needs.

5. Community participation in special college events reflects the demographic character of the district.

. Observe participants and classify by sex and ethnicity.
. Compare participation data in events to demographic data.
. Observe attendees at special college events to see if they reflect the demographic characteristics of the district.

THE COLLEGE OFFERS PROGRAMS AND SERVICES WHICH IT CAN AFFORD TO SUPPORT

1. Counseling services are available to students on demand or within a (short) defined time.

. Conduct student survey of time it takes to get an appointment.
. On appointment log, list referral and actual appointment time.

2. College publications to inform students are easily available and understandable.

. Conduct student survey.
. Replenish publications regularly at distribution points.

3. Students are informed about financial aid scholarships and other benefit programs.

. The projected proportion of students applies.
. Appropriate information vehicles are in place.
. A diverse population of students applies in a timely manner.

4. Services are conveniently located and open during hours when most students are on campus.

. Ensure the hours conform to registration patterns.
. Check size of student body taking off campus classes to determine service needs.
. Observe degree of congruence between service location and student migration patterns.

5. Transfer information and advisement are available to all students who want these services.

6. Disadvantaged students (L.D., disabled, etc.) are quickly identified by teachers and referred to appropriate services.

SUMMARY OF SPEAKERS' COMMENTS

CAROL BOYER, Senior Policy Analyst
Education Commission of the States

Ms. Boyer began her presentation by defining some key terms:

Assessment: Any process of gathering concrete evidence about the impact and functioning of undergraduate education. Standardized testing and follow up surveys are components of assessment.

Outcomes Assessment: The assessment of the results of undergraduate education including cognitive outcomes, skills, values, impact on community, graduate school placement.

Accountability: Use of assessment results to assure authorities at the state level and the general public that tax dollars invested in education are being well spent.

Effectiveness: Extent to which institutions of higher education accomplish their intended purposes or achieve their desired ends. Not the same as "efficiency."

There has been a shift in the nation, she said, from concern about fiscal accountability to a concern about education accountability. Twelve to fifteen states have assessment initiatives in place.

There are four reasons why there is great interest in assessment:
1) Assessment can be a "powerful lever" for institutional change.
2) Assessment can be a "powerful tool" for getting faculty to reassess curriculum.
3) Assessment breaks the cycle of people "talking in circles" and forces institutions to come to agreement on the types of students they are serving, what they want students to know, and how evidence can be collected to achieve these goals.
4) Assessment can maintain public confidence in higher education.

Ms. Boyer listed the principles in developing institutional assessment as the following:
1) Community colleges have multiple missions.
2) Community college students are incredibly diverse.
3) Knowledge of student goals, tracking student progress and conducting follow-up of former students.

Assessing basic skills must be done when students first come in the door, she urged. Learn students' employment records and goals and monitor and track student progress.

The four different student outcomes to include when assessing are:
1) Knowledge: what students know when they leave, both in general education and in their academic majors.
2) College level skills: reading, writing, speech, creative thinking, problem solving, critical thinking.
3) Job related skills.
4) Attitudes and values about the educational experience.

PETER CONSACRO, Associate Vice Chancellor
Tennessee State University and Community College System

Planning for Tennessee's performance funding program was started in 1978, Dr. Consacro reported. Measures were refined and implemented in 1982. Two percent of the state's unrestricted higher education instructional budget was dedicated to, in effect, "rewarding" institutions that measured up to the standards established.

The program has since been so successful that five percent is now being awarded.

The presidents oppose performance funding when they don't receive it, and support it when they do receive funds, said Dr. Consacro.

The four measures that have been designated as measures of institutional effectiveness are:

1) Program accreditation through peer review.

2) Student outcomes measured by testing of students. (Newspapers compare scores among colleges, he warned.)

3) Testing of general education outcomes, including the ability to communicate, appreciation of the arts, ability to resolve problems, ability to understand science. (Scores compared to both national norms and "value added" measures.)

4) Satisfaction surveys of alumni and employers. Has the program prepared students properly? Is the student satisfied?

The institution then collects and analyzes data from the first four standards and develops a plan for improvement, including both short- and long-range interventions.

These measures were developed not only to address the issue of accountability but to find out what is wrong and how to get the information needed to make improvements, he explained.

"Programs like this are beginning to restore public confidence," Consacro said.

ED MORANTE, Director
New Jersey Higher Education College Outcomes
Evaluation Program

Dr. Morante began his presentation by asking: What is outcomes assessment?

Not basic skills, not merely retention rates nor student satisfaction, nor follow-up of graduates--in fact, not only student learning. It should be comprehensive because higher education is complex and comprehensive. Outcomes assessment should be a method of determining the effectiveness of an institution, its programs. Included are multiple variables...leadership, coordination, commitment. Outcomes assessment, he said, includes examining both student activities (learning, development, progress, satisfaction, during and after college) and faculty activities (research, etc.).

What New Jersey is doing, Dr. Morante said, is possibly the most complex in the country, probably in the history of the world. It's a collaborative model with hundreds of people on statewide committees and local committees. New Jersey seeks a balance between common, statewide definitions (like retention) and local definitions (general education) to create a comprehensive definition, including measures of students, faculty, and institutions.

JAMES ROGERS, Executive Director
Commission on Colleges,
Southern Association Colleges and Schools

Dr. Rogers reported that in 1980 the Commission on Colleges decided it would take a new approach to accreditation evaluation and expand evaluation beyond analysis of "resources and processes" to include the additional step of evaluating how effectively colleges are using these resources and processes.

Dr. Rogers said the commission developed a revised set of standards in 1984 that includes a new criterion of "institutional effectiveness."

To meet this criterion, an institution is required to do the following:

1) State the purpose and mission of the institution.

2) Establish goals which will allow the institution to meet that purpose.

3) Establish a mechanism to evaluate those goals.

4) Take resulting information and use it to make decisions about the future direction of the institution.

He indicated that the requirements for meeting the institutional effectiveness criterion are "general" and not "proscriptive" because of the wide variety of colleges and universities represented by the commission, 800 public and private two-year, four-year and research institutions.

LIST OF PARTICIPANTS

WORKSHOP STEERING COMMITTEE

Ernie Berg, CACC
Ray Giles, Rancho Santiago College
Karen Sue Grosz, Academic Senate
Robert Jensen, Rancho Santiago College
Diana Lockard, CCCT
John Petersen, Accrediting Commission
Julie Slark, Rancho Santiago College

WORKSHOP PARTICIPANT LIST

Marguerite Albanez	Rancho Santiago College
Paul D. Alcantra	Porterville College
Georgeann Andrus	Citrus College
Lila Aurich	Los Angeles Community College District
Kent Backart	Palomar College
Debra Banks	Mission College/UCLA
Bob Barr	Palomar College
Hal Bateman	Rancho Santiago College
Bill Bedford	Palomar College
Ernie Berg	CACC
Mignon Bowen	MiraCosta College
Carol Boyer	Education Commission of the States
Sheila Brazier	Golden West College
Susan Brinkmeyer	Glendale Community College District
Don Brophy	Sierra College
Jerry Burroni	Marin College
Robert Chamberlin	Barstow College
Judy Chitlik	Rancho Santiago College
Diane Cline	Victor Valley College
Nancy Conrath	Los Angeles City College
Peter Consacro	Tennessee State Board of Regents
Nick D'Antoni	Rancho Santiago College
Ginger DeBow	San Joaquin Delta College
Carter Doran	Rancho Santiago College
Don Dorsey	Foothill-DeAnza Community College District
Robert Dougherty	Palomar College
Stan Dunn	El Camino College
Tom Elder	Victor Valley College
John Ervin	Lassen College

Steve Fasteau	El Camino College
Sheryl Fine	Fashion Institute Design/Merchandising
Barbara Forrest	Rancho Santiago College
Harold Forsythe	Rancho Santiago College
Dorothy Franke	Victor Valley College
Ronaldo Garay	Los Angeles Trade Tech College
Ray Giles	Rancho Santiago College
Donald Greene	Taft College
Allan Grimsby	Glendale College
Karen Sue Grosz	Academic Senate for California Community Colleges
Jeanne Hamilton	Citrus College
Jim Harris	Rancho Santiago College
Robert Henderson	San Diego Miramar College
Peter Hirsch	CACC
Virginia Holten	Lassen College
Dorothy Hudgins	Accrediting Commission for Community and Junior Colleges
Bonnie Jaros	Rancho Santiago College
Robert Jensen	Rancho Santiago College
Nancy Kidder	Golden West College
Charlie Klein	California Community Colleges Chancellor's Office
Lois Knowlton	Southwestern College
Tom Lew	El Camino College
Bill Lewis	Cerritos College
Marjorie Lewis	Long Beach City College
Diana Lockard	Citrus College
James Lucas	DeAnza College
Walter Magnuson	Cerritos College
Margaret Manson	Rancho Santiago College
Dick Marasso	Sierra College
Mike McHargue	Foothill College
Carol McKenzie	Sacramento College
Konrad McMillan	Taft College
Charlotte Miller	Taft College
Lynn Miller	California Community College Chancellor's Office
Grace Mitchell	Rancho Santiago College
Edward Morante	New Jersey Higher Education College Outcomes Evaluation Program
Denise Morgan	El Camino College
Marilou Morris	Rancho Santiago College
Paul Neal	Sierra College
Christopher O'Hearn	Los Angeles Harbor College
George Osborn	Rancho Santiago College
Fred Owens	Golden West College

Jan Parks	Rancho Santiago College
Peggy Patterson	Rancho Santiago College
Barbara Perez	El Camino College
John Perez	Gavlin College
John Petersen	Accrediting Commission for Community and Junior Colleges
Chuck Peterson	Victor Valley College
George Prather	Los Angeles City College
Gail Prentiss	MiraCosta College
Shirley Ralston	Rancho Santiago College
James Rogers	Southern Association Colleges & Schools
Carol Rookstool	Fashion Institute Design/Merchandising
Tim Schmitt	El Camino College
Gene Sellers	Sacramento City College
Julie Slark	Rancho Santiago College
Caroline Sprague	Citrus Colllege
Richard Springer	Lassen College
Elizabeth Stark	Chaffey College
Joan Starks	Rancho Santiago College
Lynne Stedman	Rancho Santiago College
Dean Strenger	Rancho Santiago College
Kenneth Sweetnam	Glendale College
Larry Toy	Chabot College
Ken Turknette	Rancho Santiago College
Frank Wainwright	Los Angeles Trade Tech College
Mike Wood	Compton College
Nell Woodward	Orange Coast College

ERIC Clearinghouse for Junior Colleges MAR 03 1989